

Annotated Bibliography of Twice Exceptional Students

Barnes-Robinson, L. (2003). Mentoring empowers gifted/learning disabled students to soar! *Roeper Review*, 26, 37-40.

This article provides a description of a program developed for students in Maryland's Montgomery County Schools who were labeled as gifted and learning disabled or who were labeled as gifted and struggling in the general education classroom. The program is called the Wings Mentor Program and it assigns mentors to work with students based on areas of interest and strengths. At the time of the publication of the article, the program had been in place for 14 years. The article describes how students and mentors are chosen to participate in the program and how they are matched. It explains the principles of the program and outlines how the program is run. It talks about how successful the program is, but it does not provide statistics to back up this claim. There are some positive comments by parents, teachers, mentors, and students listed throughout the article. The program does sound unique and interesting and there is a good amount of information about how to implement the program for school systems looking for a different approach to helping twice exceptional students.

Baum, S., Novak, C., Preuss, L., & Dann, M. (2009). The 2e profile: Multiple perspectives. *2e Newsletter*, September/October, 13-18.

This article stresses that children who are twice-exceptional have different personality styles or traits and recommends that people who work with these students take time to determine these styles and traits using two models: The Mind Styles Model by Anthony Gregorc and The Personality Prototype Model by Nichols and Baum. It gives information about the different styles and personality types and explains how they learn best and what may prove to be problematic for them. It does not provide the assessments to determine a child's mind style or personality prototype nor does it give statistical analysis or research to show that this approach is useful for working with twice exceptional students but it does make intuitive sense and may be a good place to start.

Baum, S. & Schader, R. (2007). Developing a plan for collaboration: Bringing educators and parents of 2e students together. *2e Newsletter*, September/October, 1-6.

This article describes a format and process designed to encourage collaboration between parents and teachers of twice exceptional students. It uses a modified case-study approach to show the process in action. The planning framework and working design of the model are shown for a particular student. The planning framework focuses on where a student is and what they do best as well as expectations for the student. The working design lists solutions to help students meet expectations. The article concludes with a list of "positive outcomes" of using this approach for this particular student, but does not provide data to bolster this conclusion. While the framework and working design seem easy to use and the idea behind collaboration is justified by the research discussed in the article, there are some problems with this system. The solutions in this particular article would be hard to provide to a student from a less affluent family or in a school with a more rigid curriculum. Also, the article does not discuss how to come up with solutions and it might not be an easy task for less informed participants in the process.

Bianco, M. (2005). The effects of disability labels on special education and general education teacher's referrals for gifted programs. *Learning Disabilities Quarterly*, 28, 285-293.

This article is a well controlled study that looked at whether having a disability label (in this case either a learning disability or an emotional and behavior disorder) would impact a teacher's likelihood of referring a student for gifted services. The researchers created a vignette that described a child

with gifted characteristics and had both special and general education teachers read the vignette then complete a Likert scale to say how likely they would be to refer the student for special services, including gifted programs. The teachers were randomly grouped to get either the vignette alone or the vignette with the addition of a label of either learning disabled or emotional and behavior disordered. The results of the study showed that teachers were significantly less likely to refer a student for placement in gifted programs if they had a special education label. It also showed that special education teachers were more effected by the labels than general education teachers and even less likely to refer students with a special education label for gifted services than their general education peers. The authors stress that teacher training in gifted education is vital to help special education and general education teachers understand who would benefit from gifted education services and to dispel myths that students who are twice exceptional would not benefit from such services.

Bisland, A. (2010). Using learning-strategies instruction with students who are gifted and learning disabled. *Gifted Child Today*, 27, 52-58.

This article recommends that students who are gifted and learning disabled be explicitly taught learning strategies to help them in their deficit areas. It gives an eight step process that they suggest using for teaching students learning strategies. It outlines and describes particular strategies to help with memorization, organizational strategies, and written expression strategies. It doesn't give a very good rationale as to why these particular areas are chosen for remediating nor does it give a good rationale for why the particular strategies (such as mnemonics, LINKS, and the "two-column strategy for note-taking") are chosen, but it does describe them well enough for new teachers to have more teaching strategies to try with their students.

Callard-Szulgit, R. (2008). *Twice-exceptional kids: A guide for assisting students who are both academically gifted and learning disabled*. Lanham, MD: Roman & Littlefield Education.

This easy to read book is a must have for teachers and parents working with children who are twice-exceptional. It is divided into sections by disability category. It includes: Asperger's Syndrome; Attention Deficit/Hyperactivity Disorder; Autism/PDD; Deafness and Hearing Loss; Dyslexia; Emotional Disturbance; Epilepsy; Learning Disabilities; Traumatic Brain Injury; and Visual Impairments. Although not all the sections deal very clearly with children who are both gifted and disabled, they all have good research based tips to help students who have each of the disabling conditions and most of the chapters also stress how a student who is both gifted and disabled might behave. Each section starts with a vignette about a child who has the disability discussed in the section. The main drawback of the book is that many of the vignettes and some of the tips are dealing with children who have a disability and are not actually "twice-exceptional," still because it is so well laid out and easy to read, it is a book I would recommend for anyone who may work with children with any of these conditions.

Chamberlin, S. A., Buchanan, M., & Vercimak, D. (2007). Serving twice-exceptional preschoolers: Blending gifted education and early childhood special education practices I n assessment and program planning. *Journal for the Education of the Gifted*, 30, 372-394.

The authors of this article suggest that education for preschool gifted students is noticeably neglected and that services for preschool twice-exceptional students are almost unheard of and yet essential. They further state that much of the problem lies in finding preschool students who are twice-exceptional and they recommend using a combination of Routines-Based Assessment (RBA) and Play-Based Assessment (PBA) to identify these children early and provide services as early as possible. They do not provide any statistics to validate their theory that RBA and PBA are good assessments for this population, but state that because both of these methods are recommended by the National Association for Gifted Children Standards and the Early Childhood Special Education

division of the Council for Exceptional Children they should be used with this population. They do detail both types of assessments well and provide research based information about both assessments for preschool children in general and state why they in turn believe these would be useful for this population. Although program planning is mentioned in the title of the article, it is short changed in the article itself, which focuses almost entirely on using RBA and PBA to find twice-exceptional preschool children.

Cline, S. & Hegeman, K. (2001). Gifted children with disabilities. *Gifted Child Today*, 24, 16-24.

This paper discusses a concept from the 1960s called "marginal populations" and suggests that it applies to students who are both gifted and disabled. The original concept was that some people are "condemned to live in two different cultures" and that while they can make adjustments to live in each culture, they may never actually fit in either. The authors of this article state that because twice-exceptional students qualify to be in the gifted culture as well as the disabled culture, and because these cultures are "conflicting," twice-exceptional students are marginalized and often develop an inferiority complex. They bolster this opinion by describing the lives of several twice-exceptional adults. They conclude by giving some advice for parents and schools on how to help these "marginalized individuals." This article gives a very bleak outlook, but the suggestions appear to be helpful.

Coleman, M. R. (2005). Academic strategies that work for gifted students with learning disabilities. *Teaching Exceptional Children*, 38(1), 28-32.

Discusses the National Research Council's principles of student learning within the four variables of time, structure, support and complexity. Addresses how we can apply learning theories to support not just twice exceptional students but all students. Strategies to enhance these variables for the gifted-learning disabled child are suggested in order to facilitate success.

This article discusses several learning theories and how they might be applied to help students who are labeled as both gifted and learning disabled. They focus on four variables: time; structure; support; and complexity. In the area of time, they stress using dynamic assessments with twice-exceptional students so that time may be used more efficiently in to teach what students need to know rather than teaching certain subjects at certain times regardless of what students know or do not know. In structure, they suggest that curriculum, how learning tasks are presented, and classroom environments all need to be set up specifically to aid children who are twice-exceptional excel. In the area of support, they stress that twice-exceptional students need emotional support, external scaffolding, and advocacy. Finally, in the area of complexity, they stress that complexity should not be reduced for twice-exceptional students and that complexity level should be high for these students. These suggestions are helpful, however the authors do not spend enough time showing how to provide these suggestions for twice-exceptional students. For instance, while they mention curriculum structure, the only thing they discuss is the "less is more principle" which is loosely defined and doesn't help much for deciding what curriculum to use with these students.

Cooper, E. E., Ness, M., & Smith, M. (2004). A case study of a child with dyslexia and spatial-temporal gifts. *Gifted Child Quarterly*, 48(2), 83-94.

A case study which serves as a model for educators working with students who are twice-exceptional. Provides identification procedures and instructional approaches that address both remediation and nonverbal intellectual giftedness. Suggests a need for future research investigating how the dyslexic/gifted brain matures and qualitative studies describing experiences and cognitive profiles of LD/gifted children.

Cross, T., Margison, J., & Yssel, N. (2005). Puzzles, Mysteries, and Picasso: A summer camp for students who are gifted and learning disabled. *Teaching Exceptional Children*, 38, 42- 46.

This article describes a one week summer camp designed for children who are twice-exceptional, or "crossover children" as the authors call them. The camp was offered at a university and the participants were 14 middle school students who had labels of both gifted and learning disabled. The camp was designed to increase social and emotional development, organizational skills, and have an enrichment component in the areas of art and science. Many of the sessions and activities are described in detail, although not with enough detail to replicate, and observations and quotes by campers, teachers, and parents are sprinkled throughout the article. The authors suggested that the camp gave the students a safe place to try out skills and to build self-confidence and they focus on the positive remarks made by the campers and parents. The idea is an interesting one but the article doesn't give enough information so that it could be totally replicated and it doesn't give the statistical research base that might help other teachers the support to convince their area to try the camp.

Dole, S. (2001). Reconciling contradictions: Identity formation in individuals with giftedness and learning disabilities. *Journal for the Education of the Gifted*, 25, 103-137.

This research article uses qualitative narratives through interviews with four college freshman, who had both gifted and learning disabled labels, to determine how their labels impacted their identity formation. Large sections of each of the interviews are included in the article. The author analyzed the information from the interviews and concluded that good support systems and involvement in extracurricular activities were important in forming positive identities and that these students went through four phases of identity formation: self-knowledge; self-acceptance; self-advocacy; and self-determination. The information from the interviews that was included in the article was very personal and might help give people a better understanding of how these twice- exceptional students feel. It would have been interesting to see these students compared to twice-exceptional students who had not managed to make it into college to see if their identity formation had differed significantly.

Dole, S. (2000). The implications of the risk and resilience literature for gifted students with learning disabilities. *Roeper Review*, 23, 91-96.

This article is a review on the research literature focused on risk and resilience on various populations (although none of the studies reviewed deal with gifted learning disabled students). The author discusses some research on risk and resilience with children who are labeled as gifted or students who are labeled as disabled. They suggest that students who are labeled as both gifted and learning disabled will show some of the risks of students who are labeled learning disabled and some of the resilience of students who are labeled gifted. They stress that this field of study is very important for this population and while I agree, the article itself does not prove to be very useful for people working with this population beyond the possibility that it may lead to further research and inquiry with this particular population.

Gardynik, U. M. & McDonald, L. (2006). Implications of risk and resilience in the life of the individual who is gifted/learning disabled. *Roeper Review*, 27, 206-214.

This article reviews the literature to discuss the risk factors and protective factors associated with individuals who are gifted, learning disabled, or gifted/learning disabled. It stresses that there has not been much research on resilience or "protective factors" associated with children who are gifted and learning disabled, but it theorizes (based on the research literature) that the ideal learning environment for these students involves focusing on their strengths while helping them in their areas of deficits and that this will help make these students more resilient. The authors stress that schools need to take a lead in optimizing resilience and protect against risks. While it is hard to argue this

point, with so little research to show exactly what optimizes resilience in these individuals or what protects against risks, the schools have their work cut out for them.

Hannah, C. L. & Shore, B. M. (2008). Twice-exceptional students' use of metacognitive skills on a comprehension monitoring task. *Gifted Child Quarterly*, 52, 3-18.

This study involved having 12 students (six in the 5th or 6th grade and six in the 11th or 12th grade) who were labeled as both gifted and learning disabled read an unknown text book and verbalize their thoughts as they read. The researchers then coded the students' verbalizations to determine their metacognitive abilities. Much of the transcriptions are supplied in the article. The researchers concluded that these twice-exceptional students used metacognitive skills to monitor their comprehension. They further noted that the older group of students used more metacognitive skills than the younger group and that the older students were more likely to attribute problems with comprehension to themselves rather than the text. They conclude that teachers should have students who are twice exceptional use this "think aloud technique" so that they can tell what students are understanding and what they are confused by. While this suggestion may be useful, it would take a significant amount of time to have each student read individually with a teacher and verbalize all their thoughts when they read and I am not convinced with this study that it would be useful enough to use this strategy rather than other strategies to help students who may be poor readers.

Hua, C. B. (2002). Career self-efficacy of the student who is gifted/learning disabled: A case study. *Journal for the Education of the Gifted*, 25, 375-404.

This is a case study of a junior in high school who was labeled as both gifted and learning disabled. (It was actually supposed to be a study of one male who was gifted and learning disabled and one female who was gifted and learning disabled but the female dropped out of the study.) The author used two semi-structured interviews (one with the student and the student's parents and one with the student's teachers) to determine the self-efficacy of the student as related to career development. Much of the interviews are included in the article and it is sobering to read. Although this student was highly gifted in certain areas, almost all of his school based services were focused on his learning disability. The researchers concluded that the student had managed to build self-efficacy in spite of his negative school situation due to four factors: various accomplishments in extracurricular activities; vicarious experiences while working with a role model; verbal persuasion on the part of his parents and gifted teachers; and facilitating positive emotions through successes. Although this case study is particular to the student in the study, it does suggest some possible ideas for improving self-efficacy in other students such as finding a role model for the student and making sure that some attempt is being made to focus on student strengths.

Jeweler, S., Barnes-Robinson, L., Shevitz, B. R., & Weinfeld, R. (2008). *Bordering on excellence: A teaching tool for twice-exceptional students*. [*Gifted Child Today*](#) 31.2 p40(7).

Authors present a framework and graphic organizational tool designed to help teachers deliver instructional material to gifted children with learning disabilities. Four potential stumbling blocks are presented. The Bordering on Excellence tool helps to identify interventions that will remove these stumbling blocks. It provides a way for teachers to analyze the needs of these students and choose the appropriate adaptations and accommodations. The tool becomes evidence that teachers are employing differentiation techniques within the classroom to meet the needs of these diverse learners.

This article discusses a framework and graphic organizer developed for teachers to use with twice-exceptional students called "Bordering on Excellence." The authors suggest that twice-exceptional

students may have troubles in four major areas: writing; organization; reading; and memory. Although they don't give any research to back up this claim, they give a cool acronym to help us remember these potential problems, "WORM." The Bordering on Excellence framework involves a printout for each of the four areas of "WORM" which lists the possible stumbling blocks, the possible instructional materials to help students, possible teaching/assessment methods to help students, and possible assistive technology to help students. There is also a place for notes on each student. A teacher simply has to fill out the form by circling the areas that the student struggles with and the things that may help the students. One example is given in the article. Although there are problems with this article (namely that I am not sure how they came up with the four particular areas and if this is an exhaustive list of potential problems) the framework looks exceptionally user friendly and I for one plan to put it in my bag of tricks next school year. It looks like it would be helpful for Response To Intervention (RtI) in picking modifications and accommodations because they are listed on the framework very clearly. Additionally, it would be helpful for accommodations and modifications on Individual Education Plans (IEPs). While the research behind this is a little sketchy, I think it's worth a look because of the ease of use for teachers.

King, E. W. (2005). Addressing the social and emotional needs of twice exceptional students. *Teaching Exceptional Children*, 38(1), 16-20.

Addresses recognition and support of social and emotional needs of twice-exceptional students. Defines three types of students who are gifted/LD within social/emotional boundaries. Offers strategies for supporting the social/ emotional needs of Gifted/LD students. Proposes guidelines for developing programs for Gifted/LD Students in order to facilitate students' full potential.

This article is a review of the literature on social and emotional needs of twice-exceptional children. It focuses on emotional concerns, self-concepts, social concerns, and ways to support twice-exceptional students. It stresses that the research shows that these students have difficulty with social skills, tend to feel inferior, and have low self-concepts. It concludes by giving a list of nine research-based strategies for helping support the emotional and social needs of twice-exceptional children. While most of these suggestions (such as encourage the students to succeed and support them in future goals and career planning) are fairly obvious the list is easy to understand, is based on research, and is a handy reference to keep around to remind people who work with these students to focus on helping them succeed not just in academics but in all areas of life.

Krochak, L. A., & Ryan, T. G. (2007). The challenge of identifying Gifted/Learning disabled students. *International Journal of Special Education*, 22(3), 44-54.

A review of literature identifying the best methods to accurately identify gifted/learning disabled (GLD) students. Defines what it means to be gifted, learning disabled (LD) and gifted/learning disabled incorporating three identities of GLD students. Explores the current methods of GLD identification and assessment. Suggests that a multi-faceted approach towards the identification of students who are gifted/learning disabled is the most valid approach.

McCoach, D. B., Kehle, T. J., Bray, M. A., & Siegle, D. (2001). Best practices in the identification of gifted students with learning disabilities. *Psychology in the Schools*, 38(5), 403-11.

Authors contend that definitions of intellectual giftedness and learning disabilities are always in a state of flux therefore there is no clear definition in which to base specialized services. They argue against using profile analysis to identify gifted students who are also learning disabled. The article explores issues with the definitions and makes suggestions about how best to serve these students within an educational setting.

Milligan, J. & Nichols, J. (2005). Twice-exceptional, twice at risk: Reflections of a mother and son. *The Journal of At-Risk Issues*, 11, 39-45.

This article is a case-study of an adult who was the first child in his school system labeled as gifted and learning disabled. The authors did several interviews with the college age man and his mother and asked them for advice for other twice-exceptional students and for school systems that would be working with these children. Both the mother and the son were very insightful, so their advice is often helpful. Still, the boy who was labeled twice-exceptional was probably not your typical twice-exceptional student. His IQ was 150 and his learning disability was only in the area of visual-motor integration. He received special education services only through the second grade and then received only general education or gifted services throughout the rest of his school years. It is interesting to note that the twice-exceptional student had many good things to say about both special education and gifted education, but he was very unhappy in most general education classrooms and his advice is for general education teachers who did not seem to understand him. His mother's advice is for parents of twice-exceptional students, although she throws in tidbits about how schools should not allow teachers who are "encountering personal problems" to teach (while acknowledging the personal problems she went through during her divorce and how it impacted her son). This article is worth reading because of the insight it provides into the school life of a twice-exceptional student as well as the home life, however it may not be the norm.

Montgomery County Public Schools. (2003). *A guidebook for twice-exceptional students: Supporting the achievement of gifted students with special needs.*, Department of Curriculum and Instruction. Rockville, Maryland: Montgomery County Public Schools.
Retrieved from: <http://www.wrightslaw.com/info/2e.guidebook.pdf>

This book was developed for the Montgomery County Public School System in Maryland, but it is full of information for people in any area. It describes twice- exceptional students and gives research based best practices for teaching them. It talks about how these students are identified in Maryland, but it gives characteristics for twice-exceptional students anywhere. It lists adaptations and accommodations that may be useful for these students as well as interventions in various subject areas. It lists ideas for staff development and program implementation. It also gives an extensive list of web sites and support and advocacy groups and a somewhat dated bibliography. The fact that this book is free on the web and it is just chock full of research based suggestions on how to work with these students makes it one of my most recommended books. I will caution that I downloaded this several years ago and that I have seen it listed recently as a resource with a different retrieval site that does not work. I was able to find it recently at the wrightslaw site but you can easily go into the Montgomery County Public Schools web site (<http://www.montgomeryschoolsmd.org/>) and search for this under twice-exceptional and get even more useful information. This school system clearly values working with the twice-exceptional population.

Morrison, W. F. & Rizza, M. G. (2007). Creating a toolkit for identifying twice-exceptional students. *Journal for the Education of the Gifted*, 31, 57-76.

This article begins with a review of the research literature on best practices for identifying twice-exceptional students. The authors state that their purpose is to inform school districts of the best way to identify twice-exceptional students. Based on the research literature, the authors conclude that school systems need to design a plan for identifying twice-exceptional students based on five points. These five points are: provide inservice to teachers on the characteristics of twice-exceptional students; include both gifted education teachers and special education teachers in assessment teams; ensure that referrals and evaluations are conducted by a multidisciplinary team; use test data in a flexible manner; and use both traditional and nontraditional data when making decisions about placement. The authors then attempted to use these five points to help three districts create an identification plan for twice-exceptional students in their area. They found that even with this system,

there was still a lot of confusion amongst teachers about the characteristics of twice-exceptional students, therefore students were not referred as often as the researchers thought they should be. They stressed that the problem lies in a lack of communication and collaboration between special and gifted education teachers. The article does not talk about how to improve this communication and collaboration or how to teach people about the characteristics of twice-exceptional students in an efficient manner, but it clearly shows the problems of identification and assessment of these students.

Neihart, M. (2000). Gifted children with Asperger's Syndrome. *Gifted Child Quarterly*, 44, 222-230.

This article describes Asperger's Syndrome and the needs of students with Asperger's Syndrome. The author points out that gifted students share some similarities with students who have Asperger's Syndrome and gives differential characteristics to help teachers distinguish between students who are gifted, students who have Asperger's Syndrome, and students who are gifted and have Asperger's Syndrome. She stresses that there is a need for accurate diagnosis so that students will be able to be given appropriate assistance in school for their unique needs. I like this article because I have found that most of the articles on twice-exceptional students is focused on students who are gifted and learning disabled and this article focuses on another disability that can be comorbid with a gifted diagnosis, Asperger's Syndrome. The chart with differential characteristics is helpful for teachers and useful in making referrals. The suggestions for working with students with Asperger's Syndrome are also useful.

Nielsen, M. E., & Higgins, L. D. (2005). The eye of the storm services and programs for twice-exceptional learners. *Teaching Exceptional Children*, 38(1), 8-15.

Discusses the discrepancy between achievement and intelligence of the twice-exceptional population. Presents two case studies that illustrate the diverse ability within the population. Argues for effective empathy from caseworkers within the scope of competence, choice, connections, and compassion in order for students to gain in confidence and discover their strengths.

Pereles, D. A., Omdal, S., & Baldwin, L. (2009). Response to intervention and twice-exceptional learners: A promising fit. *Gifted Child Today*, 32(3), 40-51.

Authors state several Response to Intervention (RtI) definitions but hone in on the Colorado State Department of Education's (CSDE) definition which encompasses a problem-solving/consultation process and, as the best model for twice-exceptional students. Describes the theoretical and practical implications of the CSDE model for twice-exceptional students. Discussion of a case study of a gifted student who has learning and behavioral problems and application of this RTI model to this student. Premise is that this model is more effective for twice-exceptional students because of an increased emphasis on student outcomes and data-driven instructional decisions.

This study uses a case-study to show how the Response to Intervention (RtI) model of service delivery is a useful way to provide services to a twice-exceptional student without giving the student special education labels. It discusses the core principles of RtI and how these fit with working with twice-exceptional students. The child for the case study was a boy who had skipped kindergarten, due to his precociousness and advanced vocabulary, but then held back for a second year of first grade due to academic concerns and behavior problems. He had been at a private school, with no special education testing, and had recently come to a public school at the start of second grade. The school put him through their "RtI/Problem-Solving Process" and developed a program that allowed him to get reading assistance from a reading coach and to do independent study in his areas of interest. The authors concluded that this was a good solution for the student and it left him without having labels. My problem with this article is that it was written shortly after the plan was started and

I wonder how long this student would be able to work with the Rtl team without being labeled. In the state of Alabama, we work with Rtl for a limited amount of time before a referral is made. If the child had been fully successful with the program, he would not have needed a referral even in Alabama, but I would have liked to have seen some data to show whether this program was fully successful. It is certainly a promising model, but we have a lot to learn about Rtl before we can call it a cure-all for twice-exceptional learners.

Reis, S. M., & McCoach, D. B. (2002). Underachievement in gifted and talented students with special needs. *Exceptionality*, 10(2), 113-125.

Defines the characteristics of gifted students and possible reasons for underachievement. Explores the different disabilities within the framework of giftedness and underachievement. Provides suggestions and interventions for addressing talents and needs of twice exceptional students.

Reis, S. M., & Ruban, L. (2005). Services and programs for academically talented students with learning disabilities. *Theory into Practice*, 44(2), 148-159.

Provides a discussion of intervention services for twice exceptional students, emphasizing the importance of developing a wide range of compensation strategies. Research-based recommended curricular interventions and strategies in three service delivery models are summarized. Discusses five critical ideas that should be integrated into the educational services for this population.

Reis, S. M., McGuire, J. M., & Neu, T. W. (2000). Compensatory strategies used by high-ability students with learning disabilities who succeed in college. *Gifted Child Quarterly*, 44, 123-134.

The students in this study were 12 college students chosen to participate in the study based on a diagnosis of learning disability, qualifications for a designation of gifted, and academic success in college. They were interviewed to determine the compensatory strategies they used to be successful in college (as well as other things such as their feelings about special education programs in elementary school and high school, if they had participated). It was found that all of the students used numerous compensatory strategies, such as mnemonics, word processors, time management, and organizers to help them succeed in school. Snippets from the interviews were included in the study. The most interesting thing about this study was that virtually all of the participants reported coming up with the compensatory strategies on their own while in college, they reported that they were not taught any of these strategies in special education programs or general education classrooms prior to entering college. Although virtually all of the "compensatory strategies" seemed like just plain good study skills, the students reported that they didn't use them prior to college so they were lacking in study skills prior to entering college. Clearly there is a need to teach these strategies early in a student's academic career and perhaps reading about what these students found most useful will help teachers to know what to teach their twice-exceptional students in the way of compensatory strategies.

Rizza, M. (2006). Computer-assisted technology for the twice exceptional. *Understanding our Gifted*, 18(4), 11-15.

Promotes the use of assisted technology for twice-exceptional learners, primarily computer technology. Provides examples of software for various disabilities and lists resources. Asserts that computer assisted technology used in the differentiated classroom meets both needs of the twice-exceptional student: enrichment and remedial instruction.

Rollins, K., Mursky, C. V., Shah-Coltrane, S., & Johnsen, S. K. (2009). Rtl models for gifted children. *Gifted Child Today*, 32(3), 20-30.

Describes the various Rtl frameworks in five states where there is active consideration for gifted education. Suggests that these are inclusive models that contain the elements of a differentiated core curriculum and instruction, ongoing assessment and observation, and increased levels of individualized services and support based on assessment information and collaboration. Provides a checklist to determine if Rtl policies in other states considers gifted and talented students.

Weinfeld, R., Barnes-Robinson, L., Jeweler, S., & Shevitz, B. (2002). Academic programs for gifted and talented/learning disabled students. *Roeper Review*, 24, 226-233.

This article describes the program for twice-exceptional students used in Maryland's Montgomery County Public Schools. The program started with a pilot program in 1986 and has become a model program for gifted/learning disabled students from 2nd through 12th grades. The article describes the different placement options, the instructional programming, assessment and evaluation, content area instruction, and the school climate necessary for this program. It is a very dense article with lots of information about what the program provides and what is needed for the program to thrive. The article is a bit hard to follow as it sometimes provides a "snapshot" of the program through the eyes of a student participating in the program and sometimes describes things from more of a guidebook perspective. I have always been interested in this program, but I found that I preferred to read the guidebook itself (see the Montgomery County Public Schools Guidebook mentioned earlier in this bibliography) than to read an article about how it is implemented. While I would love to see how the program is implemented, this article did not help me to see that very clearly.

Winebrenner, S. (2003). Teaching strategies for twice-exceptional students. *Interventions in School and Clinic*, 38, 131-137.

This article is another user friendly list of teaching strategies designed to help teachers teach twice-exceptional students. The author lists nine strategies that she says forms a framework for working with students who are twice-exceptional. It is sometimes hard to determine how these are specific for twice-exceptional learners and most of the "tips" do not include research to back their inclusion in the list. Certainly, there are some interesting ideas such as teaching students to appreciate individual differences in a more global way than just in terms of race and ethnicity. The list focuses on weaknesses of students who are twice exceptional, but the article has another section to focus on the strengths that she calls "tips for teachers to accommodate gifted abilities in students who are twice exceptional." This portion is not a list and it boils down to a description of compacting and differentiation that is user friendly but does not go into enough detail to help a teacher actual do these in their classroom.

Yssel, N., Prater, M., & Smith, D. (2010). How can such a smart kid not get it? finding the right fit for twice-exceptional students in our schools. [*Gifted Child Today*](#) 33.1 p54(8).

Presents parents perceptions of educational and social emotional issues of their twice-exceptional children. Discusses programming issues identified in current literature. Argues for in-depth training for special education and gifted education teachers on identification and programming for twice exceptional students. Strategies are described and recommended for the classroom.